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ABSTRACT

In its sixth annual evaluation report for fiscal year 1974, the Illinois State Advisory Council on Vocational Education found that although the total program of vocational and technical education has grown both in quality and in number of persons served, there are still many needs to be met. High school dropouts, graduates, and adults need at least entry-level job skills, and a larger percentage of the handicapped and disadvantaged need job training. The council feels that each program should have its own evaluation responsibilities, leaving the council to make a general assessment of the total program with recommendations rather than criticism. Evaluation areas discussed in the report include funding, local and State planning, secondary area vocational centers, occupational programs output and labor demand, career education in the elementary schools, research and development, curriculum and professional development, programs for the disadvantaged and handicapped, and other vocational education and training programs. Evaluation of these areas focused on the State's goals and priorities set forth in the State Plan, the effectiveness with which people and their needs are being served, and the extent to which council recommendations have received consideration. Recommendations for change are detailed for fiscal year 1975. (Author/MF)

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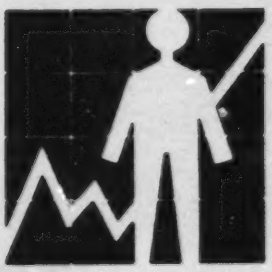
ANNUAL EVALUATION REPORT

FY 1974

Investing in People



STATE OF ILLINOIS

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MARCH 1975

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WILLIAM E. NAGEL
EXECUTIVE DIRECTOR

April 18, 1975

Mrs. Dorothy Arndt, Chairperson
State Board of Vocational Education
and Rehabilitation
1035 Outer Park Drive
Springfield, Illinois 62706

Dear Mrs. Arndt:

As required by Public Law 90-576, the State of Illinois Advisory Council on Vocational Education submits to you its Sixth Annual Evaluation Report for your consideration and transmittal to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education.

The law provides that any comments on this evaluation which the State Board wishes to make may be appended to the State Plan for the Administration of Vocational and Technical Education which is submitted to the U. S. Office of Education each fiscal year.

This is the sixth evaluation report of the Council. The Council has made an honest effort to be as objective as possible with a really subjective report. Council members are concerned with strengthening and promoting vocational education as one of the most important phases of the total educational structure. The Council believes that implementation of the recommendations -- deliberately couched in broad general terms to enhance their concern for overall direction rather than details of administration -- will be beneficial to vocational and technical education, and, in turn, to the people of Illinois.

The Council welcomes your support, and expresses its appreciation to the State Board of Vocational Education and Rehabilitation and its staff for their efforts this past year to extend and improve vocational and technical education programs in this State; and to other State agencies and groups for their contribution to this endeavor.

Sincerely,

Rupert N. Evans

Rupert N. Evans
Chairman

VT102705

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COUNCIL ROLE AND FUNCTION

The State of Illinois Advisory Council on Vocational Education was established in 1969 in accordance with the terms of P.L. 90-576, the 1968 Amendments to the Vocational Education Act of 1963.

It is composed of fifteen persons, each appointed by the Governor, from diverse backgrounds, in labor, management, education, business and industry and government.

The Advisory Council is charged by law to advise the State Board of Vocational Education and Rehabilitation regarding vocational and technical programs, services, and activities; to make recommendations affecting them; and to report Council findings to the U. S. Commissioner of Education through this State Board and to the National Advisory Council on Vocational Education.

FOREWORD

This sixth Annual Evaluation Report of the State of Illinois Advisory Council on Vocational Education is based upon evaluation activities of the Council during fiscal year 1974. The report has been prepared with the advice of the Planning and Evaluation Committee, and the recommendations are representative of the collective opinions and judgments of a majority of members of the Council.

The report is based on Advisory Council observations, on expressions of concern by citizens at public hearings, on discussion with educators, and on information or studies distributed by the Division of Vocational and Technical Education (DVTE), the Office of the Superintendent of Public Instruction (OSPI), which after January 13, 1975 will be the Illinois Office of Education (IOE), Local Educational Agencies (LEA), Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), and other agencies of State government; and upon studies commissioned by the Advisory Council both contractual and by the Council.

The Council has found that the total program of vocational and technical education has grown in terms of the quality of programs and in the number of persons served.[1,2] This growth and improvement is due in large measure to the continued support of the Governor, the Illinois Legislature, the people of Illinois, and the professional leadership at both the State and local levels.

There are still many unmet needs. High School dropouts, graduates, and adults need (at least) an entry level job skill. A much larger percentage of handicapped and disadvantaged need training to enable them to get a job. More funds are needed to provide the necessary facilities, programs, and personnel. Adults increasingly need to either update old skills or learn new ones. Policies and procedures must be established for the allocation of funds to provide career information for the lower elementary level. Counseling, guidance, placement, and follow-up services (now available in a limited number of districts) must be improved and expanded.

The Council feels that each vocational or technical program should carry its own evaluation responsibilities, leaving to the Council the general assessment of the total program, in a broad examination of its development and accomplishments.

The recommendations may tend to focus on correcting problems, deficiencies, or inadequacies. But, the purpose of this report is not to criticize, rather to evaluate and recommend. There

has been substantial improvement in both process and product for the year under consideration. The Council is hopeful that these items selected for inquiry and the recommendations will be received in the same constructive spirit in which they are offered.

The primary concern of the Advisory Council is to advocate and promote increased and better vocational and technical education for broader segments of the State's population. The Council is concerned that it has not been able to get action and commitment from vital linkages to bring people and education, people and employment, and education and employment together in a real experience.

The Council is aware that its concerns (and recommendations) have implications beyond the area of vocational and technical education which is its principal charge. But there is no way that these concerns do not impinge in part on the total educational process. The Council feels strongly enough about this interface and coordination to repeat certain questions raised in last year's report. More positively, and individually, the Council has been listening (and waiting for answers) to such questions as:

++ What is so sacred about the "required" subjects and hours necessary for a secondary school diploma? Are the needs the same for all individuals?

++ Are specific classes, in fixed places during established hours, days and months serving the needs of the consumer or maintaining the security of the establishment?

++ If career education is the number one priority of education, with vocational education on a par with academic education, why is a salable skill not one of the requirements for graduation?

++ In an era of universal access, why do schools maintain such a strong emphasis on the traditional "college prep" programs, when a thorough grounding in reading, writing and arithmetic is essential whether the student is college-bound or not?

++ If schools serve as placement agencies for institutions of higher learning, which they do, why do schools not strengther a cooperative relationship with in-place employment agencies since the majority of the students will not be placed in higher education?

++ Why should not the quality of a college be determined more by what it does for a student and less by the characteristics of the entering student?

++ *Why does not State certification require a background in career education and work experience for all teachers and guidance counselors?*

++ *Why are educators "lackadaisical" about competency-based criteria - assessment or accountability by which performance could be rated on a tangible scale more or less akin to a batting average?*

++ *How can students relate well to programs designed, administered, and instructed by persons who are not sensitive in a meaningful way to the students' background of experience?*

++ *How many "professional" functions could be efficiently and effectively carried out by career-oriented secretaries, paraprofessionals and teacher aides?*

++ *Why, in Illinois, is the vocational and technical education program appropriated as a lump sum when other major school programs are linked with enrollments or credit hours generated?*

++ *In the face of declining enrollment in the secondary school population, why is there not more emphasis on using released school space and staff to strengthen vocational and technical education for adults?*

++ *Is there realized an acceptable return on the investment in the educational administrative decision-making process?*

++ *Is the pocketbook of the taxpayer really being "protected" when we:*

- o *Delay his investment in employment training and services and subsidize those we "could not afford" to train during their school years.*
- o *Ignore the inevitable necessity of repairing or replacing expensive instructional equipment until it becomes inoperable or obsolete, without planning and providing for this in advance?*
- o *Continue an educational program that leads neither to higher education nor to employment, or worse, to jobs that no longer exist?*

RECOMMENDATIONS FOR FISCAL 1975

Recommendations for change are based on the Advisory Council members' background and experience, and are, therefore, partially subjective. Valid data, where available, are used to substantiate recommendations.

These recommendations are made to the State Board of Vocational Education and Rehabilitation in partial fulfillment of the legal mandate to the Council to be advisory to that State Board. These recommendations represent as best as possible the majority or unanimous views of Council members. Some of the recommendations may concern programs under the purview of other State or local agencies. The Council assumes that the State Board staff would coordinate and implement those types of recommendations deemed appropriate and timely by the State Board.

The recommendations are priority listed.

Recommendation No. 1

The Advisory Council recommends to the State Board that Table 3 and Table 6 of future State Plans contain an estimate of the amount of Federal (and State) funds appropriate to meet the needs of citizens for vocational education, in addition to figures representing instructions from the Regional Office for preparation of those tables.

Recommendation No. 2

The State Board of Vocational Education seek legislative approval of an increased State appropriation based on a foundation level of support for projected vocational education needs.

Recommendation No. 3

The State Board of Vocational Education should work with the Office of the Superintendent of Public Instruction to form a policy urging all students at the secondary level to complete a program of vocational education which promotes job entry skills.

Recommendation No. 4

So that opportunity for program enrollment is available the State Board and the Office of the Superintendent of Public Instruction should require all institutions seeking vocational and technical program approval and reimbursement provide adequate ingress and egress for handicapped persons.

Recommendation No. 5

The State Board of Vocational Education convince the Office of the Superintendent of Public Instruction to designate more funds for career development planning and implementation and consider career development an integral part of the total curriculum, funded from OSPI sources.

Recommendation No. 6

The State Board of Vocational Education should encourage the teacher training institutions to infuse the career education concept into all teacher and administrator preparation programs.

Recommendation No. 7

The State Board of Vocational Education should build into its Management Information System a component that would provide up-to-date information on the availability and utilization of vocational and technical facilities and equipment in the Area Vocational Centers and secondary schools. This same recommendation is made to the Community College Board.

Recommendation No. 8

The State Board of Vocational Education should consider money allocated to State Agencies to be "seed money" to assist those agencies in developing or initiating new vocational or technical programs for a period not to exceed 3 years with the State agency totally operating the program by that time or before. However, State Board reimbursement funds would be available on the same basis as for school institutions upon withdrawal of the "seed money."

Recommendation No. 9

The State Board of Vocational Education should review its funding policy to provide "seed money" to school districts to assist those districts in developing or initiating new vocational and technical programs for a period not to exceed 3 years with the expectation that the school district will assume primary responsibility for totally operating the program thereafter.

Recommendation No. 10

The State Board of Vocational Education (or if replaced by the State Board of Education) continue to be the sole

State agency administering vocational and technical education programs, services, activities and funds. There should be no change unless by Congressional legislative mandate.

Recommendation No. 11

The State Board of Vocational Education should implement procedures whereby released school staff and space can be identified and should urge local schools to use them in strengthening vocational and technical education programs, services, or activities for adults.

Recommendation No. 12

The State Board of Vocational Education together with the State Board of Higher Education place continued emphasis on defining and implementing mutually supportive and non-duplicative roles between postsecondary institutions, area vocational centers, comprehensive high schools and proprietary schools.

ITEMS OF INQUIRY AND DISCUSSION

Funding

State funding has remained relatively at the same level since FY-70. Federal funding has increased over $8.5 million from the FY-70 level. However, in FY-74 an additional allotment of $3,400,000 was realized because of the release of federally impounded funds. Because of this increase in Federal funds, the State Board increased the priority funding for disadvantaged and handicapped, adult reimbursement and elementary occupational information reimbursements.

Expenditure of Federal, State and Local Funds
For Vocational and Technical Education
Fiscal Years 1969-1974 [3]

Fiscal Year	Federal	State	Local	Total
1969	$10,659,010	$ 8,689,585	$ 20,074,944	$ 39,423,539
1970	14,885,381	14,734,266	*100,795,983	*130,415,630
1971	16,938,697	14,[illegible]38,120	151,150,261	182,987,078
1972	19,847,913	14,245,500	155,005,898	189,099,311
1973	18,839,579	15,168,270	169,821,618	203,829,467
1974	23,528,017	15,669,635	180,496,744	219,694,396

* First year for reporting total expenditure in vocational and technical education by local agencies.

During FY [illegible], $378,853 was distributed to elementary occupational information programs, $22,646,331 was distributed for secondary level vocational education programs, $8,257,954 was distributed to postsecondary vocational or technical programs, $1,363,210 was distributed to adult vocational programs, and $922,548 was distributed to State agencies for vocational training. The monies must be used by the local educational agencies to supplement rather than supplant existing educational funds for vocational education. Are these funds being used to maintain, expand, or create new programs in the institutions receiving this reimbursable money?

The Council suggests that the State Board review its funding policy and thereby its funding formula. There still remains a

question in the mind of the Council whether poorer districts actually can qualify for seed money to initiate new programs. Such items as dropout rates, average gross income per family, unemployment rates of the district area, and the number of ADC recipients are not included in the formula. [4]

If the State Board chooses to change the funding policy (formula) the Council would advise caution. No one formula can satisfy all the needs of such a complex system as vocational education. There are many important and conflicting objectives to be considered in constructing formulas. Simplicity and equity are difficult to satisfy simultaneously. A new formula would need to have striking advantage to be worth its implementation cost. Any funding system should have an accounting system compatible with the evaluation needs. [5]

The Council strongly urges (and would support) the State Board to review the total funding process and address the issue of a statutory base of program support. The Council is aware of at least two funding alternatives. [6,7,8] Senate bills for deficiency allotments have been introduced the past two years but have not completed the legislative cycle. The passage of these bills would have permitted 100% program reimbursement for both secondary and postsecondary levels. The present funding system of the State Board has done little toward accomplishment of objectives for program coordination and articulation. In fact, this system has created a significantly favorable differential of the added costs covered by Federal and State funds for postsecondary programs. How long will secondary schools continue their responsibility for vocational or technical programs in view of this reality?

Local and State Planning

The State Board is to be complimented on Part II of the State Plan (improved over FY-73) which sets forth by coordinating unit the goals established, the objectives set for each goal, the outcomes expected and the activities to be carried out during the fiscal year.

Over 700 plans came into the State office in FY-74, plans for local districts, each community college, and other agencies participating in the reimbursement procedure. However, this number of separate plans shows little articulation nor encourages cooperation among local agencies or institutions. Information appears to be used only for program approval purposes. The Council continues to look upon the State Plan as a compliance document to receive Federal dollars for reimbursement activities. The Council would urge the State Board to not merely respond to the Regional Federal information of dollars available but to plan for the total vocational education needs in the State.

The Advisory Council continues to ask, "What is being done to fold the State's one- and five-year plans into the local districts planning in their one- and five-year plans?" The Council feels that Bulletin 4-673 - CRITERIA FOR PROGRAM APPROVAL AND FINANCIAL SUPPORT FOR THE ADMINISTRATION OF OCCUPATIONAL EDUCATION IN ILLINOIS is being used as the guide for local district plans rather than the current or next fiscal year projected State Plan with its goals and objectives.

A Total Manpower Planning System for Illinois is in its second year of field testing. The information from this system would greatly assist the local districts with their planning and provide State staff with information for Statewide planning.[10] It is currently being tested in four counties with 25 local districts participating. This system is now over three years a-borning and is not yet "on line." The Council questions why Federal Part C and D monies only are being used for this project. Why cannot this project go Statewide using State money and Part B money to facilitate the implementation?

It is becoming apparent that a number of State agencies are increasingly involved in planning for a total system of manpower planning. One of the chief movers in this direction is the Governor's Advisory Council on Manpower and its staff.

Secondary Area Vocational Centers

During FY-74 both the economic and manpower trend continued in most all areas of the State toward an increased need in personal services, public services and health occupations.[11] Programs in the secondary area vocational centers followed the traditional trend, i.e., of the $2,512,985 reimbursed to these Area Centers, $1,179,846 or 46% went for industrially-oriented programs but $466,703 or 18% for health occupations programs and $271,025 or 11% for public service and personal service programs which were early on priority programs. In addition, $248,578 was reimbursed for area center planning. No money was reimbursed for construction or initial equipment to area vocational centers in FY-74.

A total of 24 Area Vocational Centers were operational in FY-74; four Area Centers were under construction and five were in planning phases.

The first Area Center was approved in 1966, yet today there is no statewide plan for area center development based on either individual needs or on occupational needs. There are many additional problems other than State Board planning or processing procedures for new area center construction.

Evaluation

The Three-Phase System for Statewide Evaluation of Occupational Education programs was used to evaluate 61 secondary agencies (high school units, and area vocational center districts), 10 postsecondary community colleges, and 7 public agencies. Participating were over 850 team members (educators, business and industrial representatives, and students). These team evaluations provide an excellent opening for dialogue between school and community.

Currently being developed is a model which local educational agencies can use for self-evaluation each year as the State team evaluations are reduced. The 78 schools evaluated compared favorably with the State Board goal of evaluating a school or agency approximately each five years.

Change is a continuing process. From a review of the recommendations made to the numerous schools it appears the evaluation team members are striving to become more product-oriented.

An additional comment from many local administrators is the hope that the State Board evaluation, a North Central Association, or Office of Superintendent of Public Instruction evaluation could be coordinated time-wise but still separate. They complained of too many evaluations throughout a school year.

The Council would pose two questions for visiting evaluation teams to ask local administrators and teachers. 1) The basis for the program being offered in the first place, and 2) Is the product employable?

Occupational Program Output and Labor Demand

A review of the enrollment figures is detailed by program and level.

Enrollees by Program and Level FY 1974 [12]

Program	Secondary	Post-secondary	Adult	Total
Agriculture	25,259	2,138	2,082	29,479
Distribution	21,914	5,850	3,341	31,105
Health	5,694	11,283	2,419	19,396
Home Economics (Occupational)	40,758	3,146	632	44,536
Office	193,207	30,250	11,514	234,971
Technical	-0-	9,082	909	9,991
Trade & Industry	174,883	16,740	20,135	211,758
TOTAL (Occupational Programs)	461,715	78,489	41,032	581,236

Enrollees by Program and Level FY 1974[12] - cont.

Program	Secondary	Post-secondary	Adult	Total
Homemaking (non reimbursable)	43,302	1,798	708	45,808
Unclassified	5,197	1,182	-0-	6,379
Part F Consumer & Homemaking contracted	(14,772)	(90)	4,654	4,654
Part G Coop Voc Ed contracted	(1,686)	(80)	-0-	-0-
Part B Adults in Food Workshop	-0-	-0-	373	373
Adults in MDTA Programs	-0-	-0-	4,905	4,905
TOTALS	510,214	81,469	51,672	643,355

Additionally, there were 500,684 enrollments in K-8 level in Occupational Information programs.

A further breakdown of the distribution of adult enrollees by type of program for FY-74 show in the table below:

* Distribution of Adult Enrollees by Type of Program[13]

Preparatory	15,907
Supplementary	17,901
Apprenticeship	7,224
TOTALS	41,032

* Excludes - Homemaking.

Total employment in Illinois is projected to increase slightly less than 750,000 during the period of 1970-1980. This forecast was made in 1972 before the economic downtrend had become established. This figure may be optimistic in light of present economic conditions.[14]

The FY-75 State Plan shows statistics for FY-74 which estimates a replacement figure of 7% as a labor market for FY-74 with figures showing 2,321,737 employed and 178,981 projected expansion and replacement need. This statistic seems realistic in view of the present economic situation. The 142,971 projected vocational education output (public institutions) plus 15,000 from private and other is 93% of the demand in vocational and technical areas served. A 93% replacement figure and a 7% demand figure indicates a supply maintenance level.[15]

These figures represent State needs and State averages. The economic downturn has accelerated since these projections. Regional and local supply and demand may vary (and probably do) with these percentages and rightly so. Each local or regional area must look at its specific needs regardless of State averages.

Career Education in the Elementary Schools

Illinois has led the nation in career education development activities through its research and curriculum projects. Funds have been distributed since FY 1970 with a very positive aspect of State Board policy.

The State Board reinforced its attitude toward career education by increasing funding reimbursement by 50% for FY-74. But, the State Board of Vocational Education should not have to carry the funding burden for career education from scarce vocational funds. 500,684 students participated from a total elementary enrollment of 1,650,506 - 27%. Chicago did not participate in this program for FY 1974. If it had participated the enrollment would be very close to one million students.

The Council is not aware of any categorical funding support from the Office of the Superintendent or Public Instruction. Local educational districts, however, have been directed by OSPI to address themselves to initiating career education at all program levels.[16]

Research and Development

The State Board has required the Research and Development Unit to decide upon priorities for a current year in the previous fiscal year. This was done in FY-74 and is a commendable practice. In FY-74 there was available a sum of money for local districts to request funding for innovative concepts or programs to meet their own local needs.

Some research projects are in a second year of funding with anticipated requests to come from FY-75 funds. The Council would suggest a close look at these projects to determine a procedure for termination when the developmental process is

complete and an operational and/or an administrative process takes place.

The Unit had three identifiable goals: 1) activities which provide for the planning, testing, and implementation of sound career education concepts and materials at the local level; 2) studies to provide information for decision-making and management at the State and local level; and 3) activities designed to upgrade programs at the local level through new and innovative programs and techniques.

While most projects are important to the upgrading of vocational and technical education the Council wishes to mention two or three under each goal.

Under priority one, especially noteworthy are Development of a Career Education Model for Grades 7-10, a 15-30 minute 16 mm Sound Film based on Illinois Developments in Career Education, and Career Guidance and Administrative Support System.

Under priority two, noteworthy projects were: Cost Differential Analysis in Regular Secondary Vocational Programs and Area Vocational Centers in Illinois; Analysis of Current Manpower Labor Market Information in Illinois; and further field testing on A Systematic Approach for Implementation on a Statewide Student-based Management Information System.

Noteworthy projects under goal three are: Statewide Assessment of Programs for the Handicapped (Secondary and Postsecondary Levels); Statewide Survey of Adult Vocational Education Programs and Services (Secondary and Postsecondary).

Just getting underway at the beginning of FY-74 was a three-year study to implement a Comprehensive Illinois Occupational Education Demonstration Center Project. This project was funded under Part D using U. S. Commissioner's direct financial support of over $521,000.

Curriculum and Professional Development

In reviewing the curriculum development program of the State Board the Council commends the development of an outstanding handbook Development of Counselor Support Materials (A Handbook). This handbook is being distributed through a series of one-day seminars instructing persons on the use of this book. After this series of meetings an update of material is planned based on grass roots input. The Council would strongly urge widespread distribution of this handbook to school counselors and school administrators.

Project "Capstone" - University and Junior College Articulation of Occupational Teacher Training is in its second year (FY-74) and is projected into FY-75. While a worthwhile effort the complete Council suggests when does development end and administration or operation begin. Funds should be for development of and/or innovative programs.

The Council believes that State Board's continued support of the University Occupational Education Coordinators Committee, an advisory body to the Professional and Curriculum Development Unit, has had a most positive influence on communication and coordination between the State Board, higher education, and vocational and technical education.

New concepts of both in-service and pre-service education for occupational administrators and teachers have been dealt with by this Unit. Some noteworthy programs (by no means all) are: A Competency Based Pre-Service Program to Train Leaders for Vocational Education at SIU Carbondale and the Pre-Service Occupational Programs (POP) for teaching undergraduate personnel; and the innovative "Mini Workshops" at the Illinois Vocational Association Convention for college credit.

The Division is in its second year of operating (through the management of this Unit) one of five Curriculum Management Centers -- a part of the National Network for Curriculum Coordination of Vocational and Technical Education. A proposal was approved to increase the scope of program and geographic area this Center was to service. It is the opinion of the Advisory Council that the Curriculum Management Center could function more capably if it were able to sell the product and/or materials. If necessary, legislation should be sought to accomplish this.

Illinois, through efforts of the State Board staff, hosted a national four-day seminar with selective invitations to all states and territories. It was an EPDA 554 National Curriculum Diffusion Seminar.

The Advisory Council released in FY-74 a study of the State program of "Occupational Education Personnel Development." This was done in close coordination with the State Board of Higher Education (IBHE). [17,18,19]

Programs for the Disadvantaged and Handicapped

The provisions of PL 90-576 require 10% and 15% of Part B money be spent on programs for the handicapped and disadvantaged, respectively. When impounded funds became available in FY 1974 the State Board improved their funding policy by increasing the factor by 20% from .3 to .5 for both disadvantaged and handicapped persons so identified. Because of these additional funds, disadvantaged and handicapped programs were funded at 100% of the funding formula. Regardless of this action, disadvantaged enrollments were down by over 27,000 in FY 1974 when compared with FY 1973. This is rationalized that the Federal requirements for reimbursement (Bulletin 40 Occupational Education for Disadvantaged Persons) stresses the identification of individuals, provision of services and accountability of funds received. Because of this the local educational districts were better informed and more concerned about accurately reporting students.

FY-74
Enrollments of Disadvantaged Persons
in Occupational Education[20]

	Secondary	Post Secondary	Adult	Total	FY 1973 Total
Local Educational Agencies	79,791	12,309	623	92,723	121,730
Chicago	(34,850)	(9,729)		(44,579)	(76,330)
Other Illinois Areas	(44,941)	(2,590)	(623)	(48,144)	(45,400)
State Agencies	1,678	773	734	3,185	1,710
TOTALS	81,469	13,082	1,357	95,908	123,440

A study was completed Statewide Assessment: Programs for the Disadvantaged (Secondary and Postsecondary Levels)[21] using Part D funds for this as an exemplary activity to design a model program capable of responding to specific local needs.

In assisting handicapped persons to enroll in vocational and technical programs the State Board conducted teacher workshops to aid in developing programs for the handicapped. These and other cooperatively sponsored activities increased handicapped enrollments by 3,898 above FY 1973. This program also received additional funds from impounded FY-73 funds and the reimbursement of approved programs was 100%.

A study was completed, Statewide Assessment of Programs for the Handicapped (Secondary and Postsecondary Levels)[22] using Part D funds for this as an exemplary activity to identify viable exemplary components for use in the design of a program capable of responding to specific local needs.

FY-74
Enrollment of Handicapped Persons
in Occupational Education[23]

	Secondary	Post Secondary	Adult	Total	FY-73 Total
Local Educational Agencies	11,821	1,495	150	13,466	11,593
Chicago	(1,292)	(1,094)	-0-	(2,386)	(659)

FY-74
Enrollment of Handicapped Persons - cont.
in Occupational Education [23]

	Secondary	Post Secondary	Adult	Total	FY-73 Total
Other Illinois Areas	(10,529)	(401)	(150)	(11,080)	(10,934)
State Agencies	483	-0-	5,546	6,029	3,004
TOTALS	12,304	1,495	5,696	19,495	14,597

Independent Private School Industry

In PL 92-318 the Educational Amendments of 1972, Title X, Community Colleges and Occupational Education, Parts A and B, it is legislated that the State Board and local educational agencies must become involved with independent private proprietary schools. The State Board and the Community College Board presently have several programs conducted by contract with the independent private proprietary vocational schools in Illinois.

These proprietary schools are under close scrutiny by the Federal government and restricting legislation is almost certain in FY-75.

If for no other reason than as a factor in the overall State labor demand and supply the estimated 615,000 students enrolled in these independent proprietary, vocational schools are a factor which must be considered. [24,25]

WOMEN and Occupational Programs

The number of males enrolled in public secondary schools was 361,202 (51.2%) and 342,854 (48.7%) females were enrolled -- total 704,056. In postsecondary institutions 109,503 males (52%) and 102,050 (48%) females were enrolled -- total 211,553. These figures are all that are available. There is no breakout by sex in the OE code occupational programs summary. [26]

In a report by the Illinois Senate Education Subcommittee on Status of Women, [27] a large number of educational institutions in Illinois (higher education) were not in compliance with the U. S. Department of Health, Education, and Welfare guidelines, the Fair Employment Practices Act, the Equal Employment Opportunities Act or the Federal Equal Pay Act. This is typical of response in almost all states and led to the passage of Title IX Prohibition of Sex Discrimination in the Higher Education Act Amendments of 1972. Implementation is proceeding slowly.

The segregation of women in vocational education programs, whether by administrators, guidance counselors, or teachers, is a critical factor in the discrimination against women in daily jobs. This was highlighted in the recent Government Accounting Office report on Vocational Education.[28]

The State Board has requested staff to review all Division booklets, and audio visual materials for new format if sex stereotyping is found. Hiring is frozen at the present level so that the State Board cannot react until the hiring freeze is lifted.

In an effort to point out the need for new types of programs as well as programs now offered a study will be let in early FY-75 to research "The Development of Activities Related to Broadening the Scope of Involvement of Young Women in Occupational Education at Secondary and Postsecondary Levels." This work will be done by a female contracting firm.

Manpower Development and Training (MDT) and Comprehensive Employment Training

The Manpower Development and Training programs were beginning to wind down near the end of FY 1974 in anticipation of CETA the new Labor Department bill for providing the opportunity for human development through training and retraining of unemployed and underemployed persons. MDTA projects stopped by December 31, 1974, with CETA in operation and replacing projects from September 1, 1974.

In FY 1974 the Division contracted 24 different training agencies for a total of 56 class size training projects. Also, 1,609 contracts for less than class size or individual basis training projects in 81 agencies in Illinois and 18 out-of-state for a total of 109 agencies.

The centers doing a large part of the training were the Ordill Skill Center (Carbondale), East St. Louis Skill Center, and William L. Dawson Skill Center (Chicago).

A total of $5,834,038 was spent for training 4,905 unemployed or underemployed persons (average $1,189 per trainee).

In addition, four projects were continued in FY-74: Educational TV for Disadvantaged Adults (focusing on educational and career needs of educationally and economically disadvantaged adults); Vehicle Emission Control (mechanic training to reduce environmental pollution attributable automotive emissions); Concentrated Employment Program (CEP) (programs of skill training in conjunction with CEP staff); and Migrant training (bilingual and bicultural assistance in basic education, pre-vocational experiences and vocational skills.

Cooperative Vocational Education and Work Study Programs

The "Co-op" program has identified three groups for assistance: 1) potential secondary school dropouts, 2) physically handicapped persons, and 3) secondary school dropouts with employment problems and wish to upgrade themselves.

Problems for the State Board are caused by Federal funding being uncertain and local administrators are reluctant to begin programs after a school year starts when Federal funds are made known. The criteria established by the State Board for funding for a district program is fair.

The Work Experience and Career Exploration Programs (WECEP) had a very good growth in FY-74 (1,612 - up 412 from FY-73) and almost (43%) of the enrollments were 14 years old; about 63% were male and remainder female.

There were five cooperative work experience programs contracted to assist handicapped persons. Three of the programs concerned sight and hearing impaired persons.

In addition, several studies were contracted to support or develop inservice cooperative-work-training experience for teachers, competency-based teacher oriented instruction, a needs assessment of new and innovative cooperative education and the development of a bibliography of instructional materials for co-op teachers.

A work-study program offers employment and thereby financial assistance to students who could not continue without this assistance. The State Board criteria permits secondary school programs only in geographic areas of 4% or more unemployment and a dropout rate of 5% or more. Postsecondary programs meet only the first criteria of the unemployment rate. The budget is usually disbursed on a 75% Secondary and 25% Postsecondary basis.

The number of school districts participating increased during FY 1974. This is thought to be caused by availability of assistance both during the regular school year and the summer program.

Work Study [29]

	FY-74 Agencies	FY-74 Students	FY-73 Agencies	FY-73 Students
Secondary	66	928	49	686
Postsecondary	29	292	13	202
TOTALS	95	1,220	62	888

State Board of Education

Late in FY-73 legislation became law to create a State Board of Education. Members (17 mandated by law), but 13 were appointed to this Board by January 1, 1974, about six months late. A temporary office with an Interim Executive Secretary was established in July 1974. This Board was to serve in an advisory capacity to the OSPI from time of appointment until January 13, 1975, when the Board would officially become the policy body of the Office of Education.

Part of the legislation required that the present Division of Vocational and Technical Education become an operating division under the State Board of Education.[30] It soon became apparent that there were two conflicting pieces of legislation "on the books." Efforts will be made in FY-75 to clear up this legislation and to determine the position of vocational education within the structure of the new Office of Education. The State Board of Education has indicated that it will assume the powers and duties of the Federally mandated State Board of Vocational Education. The Advisory Council would at that time respond to the State Board of Education as it has in the past responded to the State Board of Vocational Education.

The Council would suggest strongly that when the Division is incorporated into the Office of Education that there be a minimum of envelopment of activities of the Division and that the Director report directly to the Chief State School Officer (or his Deputy) as is presently the case and not through additional administrative mazes.

EVALUATION AREAS

GOAL I.
Evaluation should focus on the State's goals and priorities.

A. Items evaluated.
State priorities and goals, procedures for accomplishing goals, and extent to which the goals were met.

B. Findings/conclusions.
Sufficient support and evidence for the goals, objectives, and priorities stated in the State Plan for the Administration of Vocational Education for fiscal year 1974 are provided in the annual and long-range program plan provisions of the Plan.

1. How valid and appropriate were the State's goals and priorities?

Forty-four goals are identified and included in the State Plan. The Advisory Council was involved by the State Board in developing the State Plan. The Advisory Council feels that the prime objective of vocational programs should be to serve the needs of students. Employment opportunities in Illinois for vocational education program graduates should also be considered.

a. Were they valid in terms of student needs and employment opportunities?

The State Board goals focus on the quality of the vocational and technical training programs and on increasing the number of persons served.

The lack of programs is still a most crucial need in the State.

The Council is not aware of data availability for fulfilling student needs. The Council senses that a large number of secondary school students wanted to become involved in vocational programs but that a program meeting their needs and interests was not available at their school. In other words, the programs were not relevant to their needs.

If data are accurate the employment figure (June 1974) was projected as 2,321,737. [31] The projected total labor supply (projected expansion and replacement) was 178,981 of which 142,971 was vocational education output and 15,000 from other sources - probably private proprietary schools. The data indicate that employment opportunities are at a maintenance of effort level.

b. Were they sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, returning veterans, adults, etc.?

The goals of the State Board though seemingly comprehensive did not encourage disadvantaged student enrollment in FY-74. Data shows a 22% decrease in disadvantaged enrollments between FY-73 and FY-74.

ENROLLMENT OF DISADVANTAGED PERSONS
IN
OCCUPATIONAL EDUCATION[32]

	Secondary	Post-secondary	Adult	FY-74 Total	FY-73 Total
Local Educational Agencies	79,791	12,309	623	92,723	121,730
State Agencies	1,678	773	734	3,185	1,710
TOTALS	81,469	13,082	1,357	95,908	123,440

The handicapped student enrollment showed an amazing 25% increase in enrollments. For the first time, at least that the Council has seen figures, the enrollments were also reported by type of handicapped condition for which enrollees needed special services or program adaptations in order to succeed.

ENROLLMENT OF HANDICAPPED PERSONS
IN
OCCUPATIONAL EDUCATION[33]

	Secondary	Post-secondary	Adult	FY-74 Total	FY-73 Total
Local Educational Agencies	11,821	1,495	150	13,466	11,593
State Agencies	483	0	5,546	6,029	3,004
TOTALS	12,304	1,495	5,696	19,495	14,597

c. Were they related appropriately to other Manpower development in the State?

The Council finds a spirit of willingness by the State Board and its staff and other agencies involved in vocational education to share information, but it does not find real evidence of comprehensive State-level planning. There is evidence that this situation is improving. A catalytic force has been the Governor's Advisory Council on Manpower.

2. Were procedures set forth in the State Plan to accomplish each stated goal and/or objective or priority?

Table 3 of the State Plan sets forth each major goal listing an objective to accomplish the goal and planned activities to achieve that objective plus the estimated funding and the benefits to be derived from the accomplishment of this goal.

3. To what extent were the State's goals met during the year under review and in what way does this represent an improvement over last year?

The data shows that projections for FY-74 as shown in the State Plan far exceeded the actual enrollments in most instances. However, goals should be set high to maintain effort.

Because data are not available in time for use in the Evaluation Report except on a sketchy basis, the Council believes it would be of value for State Board units to make a detailed analysis each year of the extent to which the previous year's goals and objectives (as outlined in the State Plan) were met. This analysis should be published and distributed no later than September 30.

The FY 1974 State Plan bettered and improved the FY-73 Plan. The Council's opinion is that this FY-74 State Plan is the best ever relative to the presentation of goals and objectives.

COMPARISON OF ENROLLEES IN FY-73 AND FY-74[34]

	FY 1974 Projected	FY 1974 Actual	%	FY 1973 Actual	Enrollment Change FY-73-FY-74
Agricultural	34,000	29,479	87	26,948	+ 2,531
Distribution	27,200	31,105	111	30,107	+ 998
Health	29,000	19,396	67	18,331	+ 1,065
Home Economics (Occup. only)	78,000	44,536	57	33,922	+ 10,614
Office	244,800	234,971	96	241,811	- 6,840
Technical	17,500	9,991	57	11,646	- 1,655
Trade & Industry	250,000	211,758	85	207,107	+ 4,651
TOTALS	680,500	581,236	80	569,872	+ 11,364
Secondary	(545,500)	(461,715)	85	(445,837)	(+ 15,878)
Postsecondary	(110,000)	(78,489)	71	(75,632)	(+ 2,857)
Adult	(25,000)	(41,032)	164	(48,403)	(- 7,371)
Group Guidance	950,000	500,684	53	471,392	+ 29,292
TOTALS	1,630,500	1,081,920	NA	1,041,264	40,656
Consumer & Home-making	18,850	45,808	243	44,255	+ 1,553
Others (NEC)	NA	6,800	NA	5,103	+ 1,697
TOTALS		1,134,528	NA	1,090,622	+ 43,906

GOAL II.
Evaluation should focus upon the effectiveness with which people and their needs are served.

1. *Are valid data available for planning (i.e., manpower needs, job opportunities and employer needs)?*

The Advisory Council continues to believe that this need is a most critical deficiency for efficient planning and management of the education resource.

The data on the supply of trained persons available for jobs is improving. The labor market demand data are much less reliable and must be developed from a variety of sources.[35]

The Advisory Council since its initial report for FY-69 has recommended a Management Information System to provide reliable data. In FY-73 such a system was funded. It has undergone field testing in FY-74 and will be further expanded in FY-75 to approximately 26 schools or districts. The Council is concerned now if the model will go statewide by FY-76. One of the spin-offs will result in administrative data.

2. *To what extent is there coordination of training activities among agencies.*

Several mechanisms attest to the coordination and cooperation of training opportunities among agencies. There is more response to the concept of focusing upon the needs of the individual. Local plans backed by contract assures [illegible]ining opportunities among agencies.

Too many Federal and State agencies have a role in the administration of vocational and technical education in Illinois. This creates separate (yet similar) costly and isolated programs in educational program development.

The Advisory Council is convinced that the administrative authority for vocational and technical education should continue to be vested in a sole State agency and supports the State Board on Vocational Education as that agency.

3. *To what extent is there coordination and articulation among secondary, postsecondary and adult agencies?*

There is close coordination (but separate action) between staffs of the State Board, the Community Colleges, and the Office of the Superintendent of Public Instruction.

There is a variety of arrangements on the local level with coordination depending upon the initiative of the local parties involved. The Council continues to hear of duplication of programs and funding efforts (at all levels) but these criticisms are ever present. In a period of economic

lag there will be increased vigilance by taxpayers to assure that duplications are eliminated. The Council feels progress is being made. Continued emphasis in this area is urged.

4. *To what extent do educational agencies assure job placement of graduates?*

Most postsecondary schools are doing a good job with well organized placement services. The secondary schools do a reasonably good job of getting high school graduates placed in colleges and universities, but do less well in placing high school graduates in jobs and do very little in placing students who do not graduate in jobs. The Council believes that both secondary and postsecondary schools should develop a strong total program of guidance, counseling, placement and follow-up. The placement effort should be part of a total package effort for students. Area Center Directors (secondary level) report that placement is not difficult. The Council believes secondary and postsecondary institutions should accept more responsibility for those who complete less than graduate programs - even twelve weeks of work in a specific program area.

5. *To what extent is vocational and technical education involved in the total manpower development programs of the State?*

The base for much of the manpower development program for the State is vocational and technical education. Vocational and technical education personnel from both the secondary and postsecondary institutions serve on local and statewide manpower planning councils and committees. There seems to be good communication and participation with people operating the Comprehensive Employment Training Act and the phase-out of the Manpower Development and Training Act. Several local schools and postsecondary institutions are involved in these programs. Illinois appears to have the nation's highest rate of training in private proprietary schools.

The Council urges strong efforts in involvement by vocational and technical education personnel at all levels to participate in comprehensive planning both locally and statewide.

6. *To what extent are vocational education opportunities available to all people at the elementary, secondary, postsecondary and adult levels?*

The data taken from the State Plan for FY-75 indicates a crucial need for more programs at all levels. While the <u>percentages</u> appear low, the <u>number served</u> is substantial. Illinois has taken great strides in recent years (beginning with the Vocational Education Amendments of 1968) in expanding vocational education opportunities to people of the State, but there continues to be weaknesses and needs.

Population and Vocational Education Enrollments[36]

Level	Total Population	Vocational Education Enrollments	Percent of Total	% (+ or -) from FY-73
Elementary (Grades K-8)	1,650,506*	500,684	30	+ 2
Secondary (Grades 9-12)	704,056*	461,715	65	- 8
Postsecondary (Grades 13-14)	211,553*	78,489	22	-25
Adult (Age 22-65)	5,581,878	41,032	1	NA
Disadvantaged	1,556,283	95,908	6	- 4
Handicapped	1,141,431	19,495	2	0
Students	(385,500)			

* 1972-1973 only data available.

Illinois has one of the highest enrollments in the nation at the elementary level for career awareness programs (Occupational Information Program K-8).

The concept of program "availability" is much more than numbers or percentages of persons served. It also involved professional staffing, facilities, equipment, transportation, financing of programs, location of opportunities, options available to students, etc. The Council firmly believes that "availability" of programs at all levels must be increased.

7. *What indications are there that students feel that vocational programs adequately meet their needs?*

The Advisory Council has only fragmentary information on which to base evaluative judgment of this important vocational and technical concern. During open and public meetings and hearings the Council has had exposure to students and their opinions. Most have been complimentary of their vocational or technical education experience.

Secondary students in many geographic areas feel that an expansion of secondary programs is a must. These young people feel frustrated because the requirements of the present curriculum are not meeting their needs. Many times parental or academic pressures push them into courses they do not consider relevant to their needs.

What findings the Council has indicate that students attending postsecondary institutions feel that most available programs are meeting their needs, but that the range of programs available is often deficient.

Goal III.
Evaluation should focus on the extent to which Council recommendations have received due consideration.

1. *What action has resulted from each recommendation?*

2. *What factors influenced the success or failure of implication of the recommendations?*

3. *What follow-through is being maintained by the Counil (e.g., re-editing, resubmission, new areas, etc.)?*

Each recommendation made by the Advisory Council in its last Annual Evaluation Report, FY 1973, has been reviewed in terms of action taken by the State Board and/or its staff.

Recommendation No. 1

The Advisory Council recommends an annual joint meeting between the Advisory Council and the State Board of Vocational Education and Rehabilitation be held for planning purposes to advance the commonality of interests for better vocational and technical education programs in Illinois.

State Board action or response: No response was made to this recommendation during FY-74. However, in November 1974, a well attended joint meeting was held and lines of communication were opened. A similar joint meeting is planned for Spring 1975. It is believed this will be a continuing effort.

Recommendation No. 2

Develop a timetable for the State Plan for the Administration of Vocational and Technical Education which allows for its adoption and distribution by the State Board of Vocational Education and Rehabilitation in ample time prior to the beginning of the fiscal year so that the sections for goals and objectives can have impact on local district program planning.

State Board action or response: The Council recognizes that fulfilling this recommendation depends upon Federal or Federal Regional action. The State Board agrees with this recommendation and is fully cognizant of its impact. The Council will continue to press for earlier time schedules so that there will be some interface between what the State presents in its State Plan and what local educational agencies put into their Plans.

Recommendation No. 3

Design a visible system to insure the accountability of local educational agencies that Federal and State funds received from the State Board supplement rather than supplant other funds.

State Board action or response: The State Board is in agreement with this recommendation but feels that the Office of the Superintendent should be the originator of any system as vocational education eventually reports to that body. The OSPI did instigate a Program Accounting Plan and developed a Program Accounting Manual which was field tested in six local districts. This was planned to be in 50 districts in FY-74 and statewide in FY-75. The plan seems to have been dropped in FY-74 for reasons quite unclear. This idea should be followed up. Local educational agencies (as the data becomes clearer) show ups and downs in local effort (dollars). This brings up the question of maintenance of effort. LEAs should be told why they are accountable.

Recommendation No. 4

Support action that would give the guidance function visibility as a part of the total program approval of occupational education from Kindergarten through adult levels.

State Board action or response: State Board staff developed a Handbook for Career Guidance Counselors. Staff then proceeded to hold several workshops to orient and train school counselors and guidance personnel. A revision to update the Handbook is planned for FY-76.

Recommendation No. 5

Take affirmative action to provide female students adequate access to vocational and technical education across the State by eliminating sex bias in occupational curricula and sex stereotyping in occupational programs.

State Board action or response: The State Board staff has started editing Division material such as publications, films, strips, etc., to eliminate sex stereotyping. In early FY-75 a research contract was let entitled, "The Development of Activities Related to Broadening the Scope of Involvement of Young Women in Occupational Education at the Secondary and Postsecondary Levels." This project will develop a mini-course for young women and men at these levels to describe and provide examples of counter-productive

barriers to the employment of women and emphasis on vocational education.

Recommendation No. 6

Design new vocational and technical program offerings to interface with existing institutional programs in the same or related field so as to implement the "career ladder" concept which enables students to more easily move from one occupation to another as they continue their training and work experience.

State Board action or response: The State Board staff is compiling curricula using a sequential approach for various levels of similar programs. This should be finished in early FY-75. These sequential programs should be of assistance in assisting the local educational agencies with their one- and five-year Plans and with reimbursement efforts. It should be pointed out that the State Board and its staff do not view this as a State curriculum and certainly it will not be used as such.

Recommendation No. 7

Encourage local school districts to coordinate the delivery of adequate supportive services for general health, early identification of learning disabilities, referral assistance for sight and hearing problems, and emotional disorders.

State Board action or response: The Council recognizes the impact of this recommendation is with another agency than the State Board. However, the State Board is in accord with the recommendation. Its support can be in the direction of assisting other agencies in pursuing these activities, recognizing the overall educational advantages of this type of effort.

Recommendation No. 8

Emphasis on safety practices in classrooms, shop and laboratories (and information about new State and Federal laws and regulation) should be given additional attention by State staff and teacher training institutions.

State Board action or response: During this fiscal year State Board staff has developed and implemented several workshops on (OSHA) Occupational Safety and Health Act. A second series is being planned for FY-75. The staff has worked closely with the Office of the Superintendent on its Life Safety OSHA program.

A basic question to be resolved is who has the responsibility for evaluating a school's safety programs -- OSHA is basically industry-oriented.

Recommendation No. 9

Encourage the formation and development of the appropriate vocational student organizations as an integral part of the educational program of the five vocational services. In addition, encourage all vocational teacher education institutions to require instruction in organizing and advising such youth organizations.

State Board action or response: Beginning in FY-74 the Division of Vocational and Technical Education issued a new policy for vocational youth organizations -- to advise and assist, not direct or administer, serve as a State advisor to an organization (upon request) and provide financial support by contract directly to each approved vocational youth organization. The State Board funded $45,000 for 44,174 enrollments in FY-74. The Council commends this action.

Recommendation No. 10

Require local educational agencies in submitting requests for program reimbursement funds to assess (in terms of program availability and cost) existing and available private facilities in their districts.

State Board action or response: In the planning for new Area Vocational Centers, the Council recognizes that this coordinated effort is mandated by the State Board. The same situation exists with curricula of the Community Colleges. The Council notes that the coordination among public institutions is more in evidence than coordination between public institutions and private vocational schools.

Recommendation No. 11

The State Board of Vocational Education together with the Community College Board place continued emphasis on defining and implementing mutually supportive and non-duplicative roles between community colleges, area vocational centers, and comprehensive high schools.

State Board action or response: The State Board staff is continuing its efforts with the Community College staff to monitor (and recommend changes if necessary) the mutually supportive and non-duplicative programs, services and activities. This cooperation appears to be much improved and continuing.

Recommendation No. 12

Continue the commendable effort to keep open and uncomplicated the communication, coordination, and cooperation between agencies serving any phase of vocational and technical education, especially those serving the disadvantaged and the handicapped.

State Board action or response: The Council applauds the efforts of the State Board and its staff for their leadership in keeping the channels of communication open and uncomplicated between State, Federal, or local agencies.

APPENDIX A.

Advisory Council Research Studies

The following studies have been funded by the State Advisory Council in fulfilling their charge to evaluate vocational and technical education in Illinois.

Some of these reports have had wide distribution and some have not. Copies are available to the public upon request, as long as the supply lasts.

ANNUAL EVALUATION REPORT - DECEMBER 1969 - State Advisory Council on Vocational Education.

ANNUAL EVALUATION REPORT FY-1970 - OCTOBER 1970 - State Advisory Council on Vocational Education.

AN EXPLORATORY ANALYSIS OF DIFFERENTIAL PROGRAM COSTS OF SELECTED OCCUPATIONAL CURRICULA IN SELECTED ILLINOIS HIGH SCHOOLS - Mid State Educational Consultants. March 1971.

SOME SELECTED ECONOMIC BENEFITS AND CHARACTERISTICS OF JUNIOR COLLEGE PROGRAMS - Mid State Educational Consultants. April 1971.

AN EVALUATION OF VOCATIONAL AND TECHNICAL PROGRAM OFFERINGS IN SELECTED COMMUNITY COLLEGES IN ILLINOIS. Technical Education Research Center (TERC). June 1971.

AN ANALYSIS OF THE ORGANIZATION AND STRUCTURE OF POLICY CONTROL OF EDUCATION ON THE STATE LEVEL IN ILLINOIS, INCLUDING VOCATIONAL EDUCATION; AND THE EXAMINATION OF THE IMPLICATIONS OF INSTALLING A STATE SCHOOL BOARD. Mid State Educational Consultants. November 1971. OUT OF PRINT

STATE-LEVEL ORGANIZATIONAL STRUCTURE FOR EDUCATION IN ILLINOIS - Dr. Robert E. Carter. December 1971. OUT OF PRINT

ANNUAL EVALUATION REPORT FY-1971 - JANUARY 1972 - State Advisory Council on Vocational Education.

A BENEFIT-COST ANALYSIS OF THE OCCUPATIONAL-VOCATIONAL TRAINING AT SELECTED ILLINOIS JUNIOR COLLEGES - Mid State Educational Consultants. January 1972.

A SURVEY STUDY OF SELECTED ILLINOIS VOCATIONAL EDUCATIONAL PERSONNEL: QUALIFICATIONS, NEEDS, TRENDS AND IMPLICATIONS - Mid State Educational Consultants. August 1972.

A REPORT OF A STUDY TO DETERMINE THE DEGREE TO WHICH THE PHYSICAL FACILITIES CURRENTLY BEING USED TO HOUSE APPROVED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN ILLINOIS ARE ADEQUATE TO MEET THE NEEDS OF HANDICAPPED STUDENTS WHO WISH TO ENROLL - Mid State Educational Consultants. August 1972.

AN ANALYSIS OF PROCESS, INTENT, DISTRIBUTION AND EFFECTS OF PRIORITY FUNDING FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE OF ILLINOIS - Mid State Educational Consultants. August 1972.

Film - THE VETERAN AND VOCATIONAL EDUCATION IN ILLINOIS. Adams and Adams. October 1972.

PROCEEDINGS - GOVERNOR'S SYMPOSIUM ON VOCATIONAL EDUCATION, State of Illinois Advisory Council on Vocational Education. November 1972.

ANNUAL EVALUATION REPORT FY-1972 - DECEMBER 1972 - State Advisory Council on Vocational Education.

EXAMINATION OF PATTERNS OF CAREER TRAINING BY LEVELS FOR PROGRAM AND POPULATION DUPLICATION - Walter M. Arnold Associates, Inc. December 1972.

EFFICIENCY AND EFFICACY OF EVALUATION ACTIVITIES OF THE STATE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION - Educational Testing Service. December 1972.

CAREER EDUCATION DIRECTORY OF COMMUNITY COLLEGES, TECHNICAL SCHOOLS, AND AREA VOCATIONAL CENTERS - Richard G. Solak - March 1973.

A STATE OF THE ART STUDY ON THE INDEPENDENT PRIVATE SCHOOL INDUSTRY IN THE STATE OF ILLINOIS - H. H. Katz - May 1973.

THE DISTRIBUTION AND EFFECTS OF VOCATIONAL AND TECHNICAL EDUCATION FUNDING IN ILLINOIS IN FISCAL YEAR 1972 - Mid State Educational Consultants - May 1973.

A FIELD TEST REPORT OF THE DEVELOPMENT OF INSTRUMENTS TO DETERMINE PEER GROUP PERCEPTIONS OF THE SOCIOLOGICAL STATUS OF STUDENTS ATTENDING AREA VOCATIONAL CENTERS - Leonard L. Pourchot - June 1973.

AN ILLINOIS STATE BOARD OF EDUCATION: IMPLICATIONS FOR VOCATIONAL EDUCATION - AN EXAMINATION OF LEGISLATION CREATING A STATE BOARD OF EDUCATION INTRODUCED IN THE SEVENTY-EIGHTH ILLINOIS GENERAL ASSEMBLY, 1973 - George F. Warnecke - June 1973.

A DESIGN CONCEPT FOR A TOTAL MANPOWER PLANNING SYSTEM FOR THE STATE OF ILLINOIS - Herbert E. Striner and Samuel M. Burt - June 1973.

PRIVATE HOME STUDY SCHOOLS IN ILLINOIS - Homer Kempfer - June 1973.

REVIEW AND ASSESSMENT OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS - Kenneth E. Webster - June 1973.

A SURVEY FOR PROFILE AND BEHAVIOR PATTERNS OF OCCUPATIONAL EDUCATION PERSONNEL - Dr. E. Edward Harris - June 1973.

REPORT OF RESEARCH TO IMPROVE OCCUPATIONAL TEACHER-EDUCATION PROGRAMS IN THE STATE OF ILLINOIS - Dr. E. Edward Harris - June 1973.

PROPOSAL FOR THE DEVELOPMENT OF A REPORT DEALING WITH CONVENTIONAL TEACHER CERTIFICATION PROCESSES AND ALTERNATIVES TO SUCH PROCESSES AS ARE APPLICABLE TO VOCATIONAL TEACHER CERTIFICATION - Jean Kintgen - June 1973.

RECOMMENDATIONS TO IMPROVE THE DELIVERY SYSTEM FOR PREPARATION OF OCCUPATIONAL TEACHERS, COUNSELORS AND ADMINISTRATORS, State Advisory Council on Vocational Education - July 1973.

SUMMARY REPORT - RECOMMENDATIONS TO IMPROVE THE OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, State of Illinois Advisory Council on Vocational Education - July 1973.

ANNUAL EVALUATION REPORT FY 1973 - DECEMBER 1973 - State Advisory Council on Vocational Education.

A REPORT OF THE IMPACT AND EFFECTIVENESS OF THE VOCATIONAL AMENDMENTS OF 1968 (PL 90-576) - Walter M. Arnold Associates, Inc., - May 1974.

A REPORT OF THE PROBABLE IMPACT AND IMPLICATIONS OF TITLE X EDUCATIONAL AMENDMENTS OF 1972 (PL 92-318) - Walter M. Arnold Associates, Inc. - May 1974.

APPENDIX B.

MEMBERS OF THE ADVISORY COUNCIL

James H. Adams Vocational Counselor Alton Public School District No. 11	Alton
Joseph J. Dixon Assistant Superintendent Vocational Department Chicago Board of Education	Chicago
Richard C. Ehrman Manager - Relations General Electric Company	Bloomington
Dr. Rupert N. Evans Professor of Vocational and Technical Education University of Illinois	Champaign
Harold L. Ford Director of Field Services Programming Illinois Agricultural Association	Normal
Stephanie Franklin Executive Assistant to the Director Department of Business & Economic Development	Chicago
Ronald V. Greer Second Vice President Continental Bank	Chicago
Collyn W. Maple Grand Lodge Representative International Association of Machinists & Aerospace Workers	Villa Park
Guadalupe McDougald Bilingual Teacher Placement Specialist Chicago Board of Education	Chicago
Jack J. Moskowitz Life Insurance Agent Massachusetts Mutual Life Insurance Company	Rock Island

Glenita Pensoneau Homemaker - President of District 110 Board of Education	Fairview Heights
John Robertson Associate Principal Urbana High School	Urbana
Edward Smith Executive Director Urban League of Madison & St. Clair Councies	East St. Louis
Dr. James S. Spencer Chancellor Illinois Eastern Community Colleges - District 529	Olney
Robert Stalls Director - Model Cities	Carbondale

Resigned:

Julius Tritelli Chief Industrial Development Division Business & Economic Development	Springfield

FOOTNOTES

1 *A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1974, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-973, Springfield, Illinois, September 1973.*

2 *A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1975, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-874, Springfield, Illinois, August 1974.*

3 *ANNUAL DESCRIPTIVE REPORT, JULY 1, 1973-JUNE 30, 1974, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin 33-275, Springfield, Illinois, February 1975, p. 16.*

4 *AN ANALYSIS OF PROCESS, INTENT, DISTRIBUTION AND EFFECTS OF PRIORITY FUNDING FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE OF ILLINOIS. Mid State Educational Consultants, State of Illinois, Advisory Council on Vocational Education, Springfield, Illinois, August 1972.*

5 *THE ILLINOIS PUBLIC JUNIOR COLLEGE SYSTEM: PROGRAM REVIEW, Illinois Economic and Fiscal Commission, Springfield, Illinois, January 1973.*

6 *NATIONAL EDUCATIONAL FINANCE PROJECT, W. B. McClure, Ph.D., University of Illinois, Urbana, Illinois, 1969-1970.*

7 *FLORIDA AVERAGE COST STUDY, W. B. McClure, Ph.D., University of Illinois, Urbana, Illinois, 1973.*

8 *AN OVERVIEW OF OCCUPATIONAL PROGRAMS IN ILLINOIS, State of Illinois, Board of Vocational and Technical Education, Springfield, Illinois, December 1974.*

9 *CRITERIA FOR PROGRAM APPROVAL AND FINANCIAL SUPPORT FOR THE ADMINISTRATION OF OCCUPATIONAL EDUCATION IN ILLINOIS, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin 4-673, Springfield, Illinois, June 1973.*

10 *ILLINOIS VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM. Robt. Davis Associates, State of Illinois, Board of Vocational and Technical Education, Springfield, Illinois, October 1973.*

11 *HISTORICAL DEVELOPMENT OF VOCATIONAL EDUCATION LEGISLATION, State of Illinois, Board of Vocational Education and Rehabilitation, Springfield, Illinois, September 1973.*

12 *ANNUAL DESCRIPTIVE REPORT, op. cit., pp. 8-14.*

13 *ibid., p. 14.*

14 *OCCUPATIONAL MANPOWER PROJECTIONS, Office of Planning and Analysis, Executive Office of the Governor, Springfield, Illinois, February 1973.*

15 *STATE PLAN FY-75, op. cit. p. 85.*

16 *A REVIEW OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS. Success Research Consultants, Inc., State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.*

17 *SUMMARY REPORT - RECOMMENDATIONS TO IMPROVE THE OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, July 1973.*

18 *A STUDY OF DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.*

19 *SUBCOMMITTEE REPORTS - RECOMMENDATIONS TO IMPROVE THE DELIVERY SYSTEM FOR PREPARATION OF OCCUPATIONAL TEACHERS, COUNSELORS AND ADMINISTRATORS, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.*

20 *ANNUAL DESCRIPTIVE REPORT, op. cit., p. 16.*

21 *STATEWIDE ASSESSMENT: PROGRAMS FOR THE DISADVANTAGED (SECONDARY AND POSTSECONDARY LEVELS) Southern Illinois University, Carbondale. State of Illinois, Board of Vocational Education and Rehabilitation, Springfield, Illinois, September 1973.*

22 *STATEWIDE ASSESSMENT OF PROGRAMS FOR HANDICAPPED (SECONDARY AND POSTSECONDARY LEVELS). Technical Education Research Centers, State of Illinois, Board of Vocational Education and Rehabilitation, Springfield, Illinois, September 1973.*

23 *ANNUAL DESCRIPTIVE REPORT, op. cit., p. 18.*

24 *A STATE OF THE ART STUDY ON THE INDEPENDENT PRIVATE SCHOOL INDUSTRY IN THE STATE OF ILLINOIS. H. H. Katz, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, May 1973.*

25 *PRIVATE HOME STUDY SCHOOLS IN ILLINOIS. Homer Kempfer, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.*

26 *A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1975, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-874, Springfield, Illinois, August 1974.*

27 *ILLINOIS COMMISSION ON THE STATUS OF WOMEN, Illinois Legislature, Senate Education Committee, Honorable Esther Saperstein, Chairperson. Springfield, Illinois, March 1973.*

28 *WHAT IS THE ROLE OF FEDERAL ASSISTANCE FOR VOCATIONAL EDUCATION, Comptroller General of the United States, Washington, D.C., September 1974.*

29 *ANNUAL DESCRIPTIVE REPORT, op. cit., p. 7.*

30 *AN ILLINOIS STATE BOARD OF EDUCATION: IMPLICATIONS FOR VOCATIONAL EDUCATION. George F. Warnecke, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.*

31 *STATE PLAN, FY 1975, op. cit., p. 85.*

32 *ANNUAL DESCRIPTIVE REPORT, op. cit., p. 16.*

33 *ibid., p. 18.*

34 *ibid., p. 7, and STATE PLAN FY 1974, op. cit., p. 190.*

35 *STATE PLAN FISCAL 1975, op. cit., p. 86.*

36 *ibid., pp. 99-100, and ANNUAL DESCRIPTIVE REPORT, op. cit., p. 7.*